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ABSTRACT

This manual is intended for groups who wish to establish reading motivation programs on the local level. The organization and operation of the program are outlined in detail, as are the program standards and the steps necessary to qualify for federal funds. Sections in the manual cover the following topics: building an organization, raising funds, recruiting volunteers, selecting books that arouse interest, planning motivational activities, involving the community, and assessing the program. The manual concludes with information on the "Inexpensive Book Distribution Program for Reading Motivation," available through Reading Is Fundamental. (MAI)

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Reading Is Fundamental, Inc.

Resource Manual for Inexpensive Book Distribution Programs for Reading Motivation

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INTRODUCTION

Reading Is Fundamental, Inc. (RIF) is a national, nonprofit organization designed to motivate children to read by giving them the opportunity to choose and own inexpensive books. Founded in Washington, D.C. by Mrs. Robert S. McNamara in 1966, the RIF concept has grown across the United States. By allowing the children freedom of choice in selecting their books and through pride of ownership, RIF has furthered the cause of reading in many communities. Children at all economic levels, in urban as well as rural areas, have benefited from RIF books.

In December, 1975, the Congress enacted Public Law 94-194 establishing the "Inexpensive Book Distribution Program for Reading Motivation." In September, 1976, the U.S. Office of Education Right to Read Program entered into a contract with Reading Is Fundamental, Inc. to administer this program and provide technical assistance to groups, organizations or public agencies wishing to operate reading motivation projects using the inexpensive book distribution technique.

As a result of this legislation, Federal funds are available to groups or organizations which meet program requirements. *These funds will match, dollar for dollar, local non-Federal funds for the purchase of books used in the program.* Private, nonprofit groups and/or organizations and public agencies are eligible for inclusion in the Inexpensive Book Distribution Program. Interested groups must submit a proposal to Reading Is Fundamental. More information on the Inexpensive Book Distribution Program is contained in Section IX of this manual.

As the national organization administering the Federal Inexpensive Book Distribution Program, RIF has prepared this manual for local groups who want to operate reading motivation programs in their communities. This manual offers not only a basic outline on organizing and operating such a program, but also a complete description of the Program Standards and the steps a local group must take to qualify. The manual includes sections on building an organization; raising funds; volunteers; selecting books; public education; and program assessment. Our goal is to explain how to build a program that is tailored to the interests of the children you serve.

I

WHAT IS A READING MOTIVATION PROGRAM?

What is a reading motivation program? The answer is people: children, parents, teachers and other community residents brought together by books. The core of each program is a group of volunteers committed to showing children that reading is, before anything else, a source of FUN. Everything revolves around that basic theme: excitment for children, satisfaction for volunteers, FUN for everyone.

Each program is founded on the firm conviction that reading can be a real pleasure for children if they have books of their own. The goal of reading motivation is to provide each child an opportunity to personally discover this new interest. All your activities should reinforce this by continually communicating the reading is FUN message. A program's atmosphere should be festive; its activities genuinely entertaining.

A successful reading motivation program is developed by calling upon the creativity and imagination of volunteers. In one program, volunteers designed some wonderfully creative activities. Before distribution, one young woman brought a book on codes and secret writing with problems for her children to solve. As children cracked their codes, they were rewarded with cookies. Another volunteer arranged for a horse to be brought to a nearby playground. Imagine the children's delight when a story about a horse was followed by an opportunity to play with a living example!

If a program is to make reading FUN, careful organization is necessary. Reading Is Fundamental has developed a number of standards to ensure that each project succeeds in motivating children to read. These are described in detail elsewhere in the manual. Here we want to communicate their spirit, how they provide a framework which helps each child learn to enjoy reading.

Standards define a reading motivation program as a project which distributes inexpensive books to children for the purpose of motivating them to read. Distributions are occasions when children may choose books to keep as their own property. Selections are absolutely free—programs must provide an opportunity to choose from a wide variety of titles without adult interference. This is the heart of the motivation process: through pride of ownership and the opportunity to explore their new possessions, children have a chance to enjoy their books.

Motivation, however, is not a one-time thing—it must be ongoing. Children must receive several selection opportunities for the program to be fully effective—for example, a minimum of three books at three distributions for programs operating during the school year.

Storytelling sessions, puppet shows, skits, and an infinite variety of other events help encourage children to actively investigate the world of reading. A continuous series of such book-related activities, before, during and after distributions, are a necessary part of the ongoing motivational process. They are a way to focus children's interest on books. Moreover, from the point of view of volunteers, motivational activities are an opportunity to develop individual creative talent.

Another program responsibility is reaching out to parents of children in the program. Parents have a great personal stake in their children's reading interest. They are a valuable source of energy for a project. From the very beginning, programs should actively recruit parent volunteers and make sure to involve them in all aspects of planning and operating the project. Parents should be kept informed of distributions and other major activities. Many of them will support the program at home if encouraged to do so.

All programs must have a committee specially responsible for selecting project books. This is an excellent way to involve parents. In any case, organizing a book selection committee is the best way to ensure a wide selection of titles based on the particular characteristics and interests of children in the community.

The rest of this manual provides a detailed explanation of how to organize and operate a reading motivation program. It describes important technical information which programs must understand. Keep in mind however, program standards and methods are only a means to an end. The real purpose of reading motivation is deeply human—the sharing of reading with a new generation.

II

PLANNING AND ORGANIZING A READING MOTIVATION PROGRAM

1. OVERVIEW

Reading motivation programs are as different as the communities they serve. In organizing your program, take advantage of the resources and people available to you. Your planning efforts should be directed towards (1) bringing your organization into full compliance with the Program Standards; and (2) tailoring it to the specific characteristics of your community.

Please note that non profit groups and/or organizations and public agencies are eligible to operate reading motivation programs. If you are not affiliated with such a group or agency and need assistance, please contact National RIF.

2. PRESENTING THE PROJECT TO YOUR ORGANIZATION

Most projects begin when people within an organization seek to convince other members of the group to operate a reading motivation program. If you are in this situation, it will be necessary to present a case for the Inexpensive Book Distribution Program. Here are some suggestions on making your case:

- Be brief. Give a straightforward description of the program.
- Describe program goals—mention specifically how children in your community will benefit.
- Cite examples of successful programs in other areas.*
- If possible, cite similar organizations in other communities that support reading motivation programs.
- Stress the importance of community, parent and volunteer involvement in a successful reading motivation program.
- Use visual materials when possible.

*Note: National RIF can provide specific information or materials which may help you in these areas.

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3. PLANNING YOUR PROGRAM

Planning is the process of designing specific program activities for your community. A plan is a statement of *which* children you will serve, *what* means you will use to serve them and *what* resources you will need to achieve program goals in a given period of time.

The result of your planning is a blueprint for the actions you will take within a given period of time. A long-range plan covers a minimum of three years. Short-range planning details activities for the upcoming year.

A. Long-Range Planning

Long-range planning transforms a reading motivation program's general goals into a series of logical steps. Your long-range plan is like an outline; it does not specifically detail activities for the years ahead. It should project general goals in each area of activity, answering the following sorts of questions:

- Where should the program be located at its start and to what additional sites can it expand?
- How many additional children can the program serve each year?
- What age groups should be served in order to best meet program goals?
- What continuing motivational activities will be most effective at your program sites?
- How much funding will be required and what steps can be taken to obtain it?
- How can community, parent, and volunteer involvement be expanded?

These are some of the most fundamental decisions you will make for your program. Your answers will provide a series of guidelines such as:

- Work with elementary school age children in grades pre-kindergarten through sixth.
- Serve 200 children the first year, 300 the second, and 500 the third year.

- Operate in two schools and one day-care center the first year; three schools, the day-care center plus two community centers the second year (adding a summer program); four schools, the day-care center, three community centers and the town library the third year.
- Obtain $450.00 for books the first year, $675.00 the second, and $1,125.00 the third, plus funds for operating expenses.
- Obtain funds through four bake sales each year, proposals to X and Y foundations, applications for state funds, and requests to A, B and C businesses.

After operations begin, it is almost always necessary to revise long-range plans. You may, for instance, obtain more or less funding then your plan anticipates and, consequently, have to adjust activities accordingly. The important thing is to regard the long-range plan as a set of guidelines, not as inflexible objectives which may not be changed.

B. One Year Plan (Short-Range)

Short-range planning lists the actions you will take in the immediate year ahead to meet your long-range plan. The one-year plan is much more detailed. It will schedule specific actions within a definite period of time. For example, the long-range plan indicates that you will operate programs in two schools and one day-care center during the first year.

The short-range plan tells you:

- How many children you will serve at each site.
- How many books will be needed.
- What motivational activities you will provide for the children.
- When you will conduct distributions.
- When you will recruit and train people to work in your program.
- How you will obtain funds to support the program at these sites.
- How you will obtain the cooperation of the administration (school principals, librarians, community center directors, etc., at your sites).

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4. CHOOSING PROGRAM SITES

Every child from the age of three through high school age can participate in and benefit from a reading motivation program. With the multitude of schools, libraries, parks, churches, day-care centers and recreation centers in the community, deciding where to operate the project may seem difficult. But things will fall into place if you *systematically analyze your community*, keeping a few basic points in mind:

- *Take inventory of the community.* Compile a list as complete as possible of potential sites for the program, including those mentioned above. Find out the schedule of events for each site, what neighborhoods they serve, and how many children regularly use the facility.
- *Evaluate the locations on your list.* The following questions will help you determine what locations make the best program sites:
  - —Which sites provide continuing access to a number of children in organized groups?
  - —Will the atmosphere at the site accommodate motivational activities?
  - —Will administration and staff at the site be enthusiastic and energetic supporters of the program?
  - —Can the reading motivation program be added to an already existing schedule of events?
- *Consult with educators, parents and community leaders.* School administrators, teachers, librarians, parents and community leaders may help you evaluate program sites. Arrange to meet with representatives of these groups, describe the program, and ask for their suggestions.

Here are a few more ideas on locations that you might like to consider:

Bookmobiles

The bookmobile is a portable distribution site—it is a way to serve many locations. A bookmobile is a good way to reach children at parks and recreation centers. Rural programs can cover sizable areas by making a regular circuit of bookmobile visits to outlying communities.

Summer Programs

Children are found in different locations in the summer than the rest of the year. Programs might consider reaching out to those places where they congregate: parks, playgrounds, recreation and day-care centers. Many communities have special summer programs for school age children—summer in the parks programs, public day camps, and others. Reading motivation programs are often able to associate themselves with ongoing recreational activities.

5. STRUCTURING YOUR PROGRAM

Structuring your program means developing a list of people who will carry out the specific activities in your first year plan. Responsibility must be assigned for all program activities.

Committees

Most program activities are directed by special purpose committees. This includes the planning process, directed by a special planning committee. Committees also oversee such major areas as fund raising, book selection, and public education. They divide these activities into a list of tasks and try to accomplish each on schedule.

In certain cases, especially with smaller programs, an individual must direct an area of activity, instead of a committee. Avoid this whenever possible—it is preferable to share these responsibilities. Committees ensure that several people are familiar with an area of work—if someone is unable to complete an assignment, there will be several others capable of assuming responsibility.

Tasks

Each committee must analyze its area of responsibility to determine what tasks are called for and are necessary. For example, Program Standards mandate that you have a book selection committee composed of at least three people. In order to get a broad base of community support and input, the book selection committee should represent a good cross-section of people, such as parents, librarians, teachers, and other interested citizens.

The Book Selection Committee's tasks usually include:

- Choosing the categories of books you will need based on the interests of the children you serve.
- Determining the number of books needed.
- Selecting titles and suppliers.
- Preparing book orders.
- Processing orders when they arrive from the supplier.

All the activities of a reading motivation program can be similarly grouped and assigned to committees. Each committee should prepare a complete list of tasks for its area of responsibility.

Your yearly plan should include a timetable so that each committee knows not only *how*, but *when* its operations should be completed.

The Program Coordinator

The program coordinator integrates the work of the various committees. The coordinator should be certain that committees fully understand how their tasks should be accomplished and also be sure that each committee has the tools necessary for carrying out its responsibilities. For example, the program coordinator assists the book selection committee by:

- Keeping it informed of how much money is available for books.
- Checking on the procedures for placing book orders.
- Seeing that the committee has catalogs and other materials from book suppliers.
- Informing the committee of book ordering procedures.

The coordinator should assist other committees in a similar manner, providing them with the essential tools for their tasks.

Supporting Organizations

Although not operators of the program, many groups and organizations will be glad to provide assistance to you. One of your most important tasks is to gain the support of a wide spectrum of businesses, public agencies, volunteer groups, and other organizations and associations. These can be major sources of volunteers, services, supplies and funds.

Obtaining Cooperation from Schools, Community Organizations, and Parents

Reading motivation programs in schools and other community locations depend first of all on the active support of site administrators and staff. Beyond that, there are innumerable groups whose cooperation will help to sustain you. Your group must systematically seek to develop these relationships.

A school-based project, for example, should start by contacting school administrators and principals while the program is still in the planning stage. At these meetings, thoroughly document the case for reading motivation and ask for suggestions. The next step is reaching out to teachers and librarians at schools where you are establishing programs. Suggest to them concrete ways that they may become involved:

- Through membership in the book selection or other committees.
- Through using their relationship with parents to encourage reading motivation in the home.
- Through developing motivational activities for the classroom, like special storytelling periods or exciting predistribution events.

Administration and staff of schools where programs do not yet exist may also contribute, perhaps in an advisory role, as members of planning or book selection committees. Some may even volunteer their spare time to help operate reading motivation programs outside their schools.

This systematic method for securing the cooperation of school personnel is easily adapted to other

institutions or organizations like libraries, parent groups, like the PTA, service organizations such as the Kiwanis or Rotary Clubs, and groups working with children such as Boys Clubs or the YWCA. The general procedure is:

- First meet with administrators, managers, or directors; then with membership or staff.
- Present a thoroughly-documented, persuasive case for your program.
- Suggest specific ways for individuals and institutions to become involved, particularly in planning and evaluation capacities.

Planning for Further Community Involvement and Support

Make sure your plans leave room to grow! In order to sustain growth you will need more volunteers, more funds, and a generally greater level of support from the community. As your program develops, you will notice areas where more resources are needed to carry out your plans. Include in your plans measures to obtain them. Develop a timetable for making new contacts in the community. If your planning is flexible, you will be able to integrate more people and more resources into the program and be better equipped to carry out your program goals.

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III

FUND RAISING

1. OVERVIEW

The community around you is often the best source of funds for your program: with Federal matching funds, the value of every local dollar raised for book purchase is doubled. There are many potential funding sources in your community. Here are some guidelines to help you organize an effective fund raising campaign:

- *Assign specific responsibility for fund raising.* In most programs, one committee is responsible for coordinating fund raising activities. This group is in charge of developing a strategy for obtaining funds and assigning responsibility for all money raising tasks.
- *Make up a timetable.* Determine the amount of money you will need within a given period of time and measure your progress toward this goal. Set up a definite schedule for all fund raising activities.
- *Focus on key prospects.* Do advance research to determine which potential sources of funds are your most likely prospects. Whenever possible, approach these potential donors through personal contacts.
- *Develop program materials.* Requests for funds are enhanced by printed materials and visually attractive photos or slides which show children with books. Preparing these materials need not be expensive.
- *Rely on fund raising events.* Special fund raising events are dependable ways to raise money. Depending on the interests of your community, raffles, garage and bake sales, theater or musical benefits, and fairs are possibilities.
- *Seek a broad base of support.* If you rely on many sources of support, you are less dependent on any single one.

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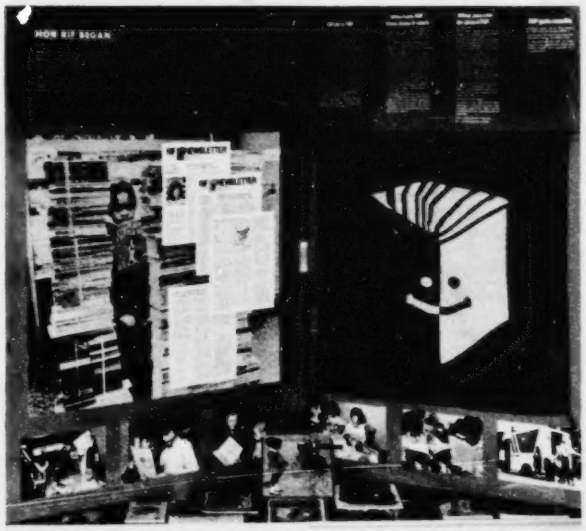

2. PREPARING FOR FUND RAISING: STATEMENT OF PURPOSE AND BUDGET

A statement of purpose is a brief document which offers a summary of your program to potential donors. It should contain the following information:

- A description of the Federal Inexpensive Book Distribution Program and your proposed local reading motivation program.
- The positive effects the program will have on the children in your community.
- A projection of the number of children involved and the number of books that they will receive.
- How you will go about obtaining further community support and a listing of other organizations that already support your effort.
- Number of volunteers already enlisted and projected number of volunteers.

Your statement can be mimeographed, or printed as a handout sheet or brochure. Statements are particularly effective when supplemented by visual materials.

Budget

Your budget is both a statement of how you intend to spend funds and a basic planning document. It performs these functions, by estimating the cost of all activities over a twelve month period, thus providing:

- A tool for planning your program by balancing activities and resources.
- A method of keeping track of expenditures. Since a set amount is alloted to each item, such as book purchases, it is easy to tell when you are spending over or under your budget. Appropriate adjustments can then be made.
- A ready source of cost information for potential funding sources.

The items of a reading motivation program budget can be divided into three categories: book costs, personnel costs and other costs. A budget allows you to calculate how much you will spend in each category.

A. Book Costs. Inexpensive books for distribution to children are the heart of your program. Their cost is estimated by multiplying the total number of books you need by the average cost per book. (National RIF can supply current information on average book costs.) Remember that program standards specify that each child receive a *minimum* of two books in summer programs, three in school year programs and five in year round programs.

B. Personnel Costs. Staff salaries and benefits, if necessary, should be listed as a separate category.

C. Other Costs. These include all expenses other than books and personnel: office space and supplies; utilities and telephone service; transportation and storage costs; postage; printing and copying; and other miscellaneous costs.

For program stability, prepare a three year planning budget in addition to the detailed twelve month operating budget. This will allow you to estimate the costs of your long-term plans and determine your funding needs accordingly. A three year budget should be flexible—if estimates of available funds or program costs prove inaccurate, you will have to make appropriate adjustments.

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3. LOCAL SOURCES OF FUNDS

This section describes typical sources of funding in your area. Remember that many of them operate on a yearly calendar and have strict deadlines for applications. Make sure that your requests arrive on time.

Corporations and Small Businesses

Many large businesses contribute money for the betterment of the communities in which they have offices or plants. A company's public relations office is a good place to inquire about funding. Also examine the small businesses in your area. Across the country, they have been important sources of money, equipment, supplies and services to reading motivation programs. When requesting money from these sources, note the excellent discounts you get from publishers of children's paperback books. If your organization has tax-exempt status, let potential contributors know.

Special Events

Special fund raising events are a reliable source of money. These include such things as bake sales, theater parties, benefit concerts, fashion shows, car washes and suppers. Many events are based on regional or traditional customs: fiestas in the Southwest; winter carnivals in the North; traditional ethnic celebrations. Analyze the resources of your community. Are there local theater projects? Does a service organization sponsor a yearly charity fair? Some localities have special community-wide fund raising events in which your group can participate—you should decide what is most appropriate in your area.

When planning a schedule of fund raising events, choose those that suit the capabilities of the people in your program. These events require planning and mobilizing the full energy of volunteers. There is one excellent source of extra energy for these events—the children who are served by your program. One program had a community carnival. The children helped build booths, organize games, and inform the public about the fair. They knew that the money raised would be used to purchase program books and were proud to help.

Organizations, Associations, and Unions

Every community has a number of service organizations (like the Rotary or Kiwanis Clubs), chapters of national groups and associations, (such as, Friends of the Library and the National Education Association), and locals of national unions. Sometimes these groups will make direct contributions of funds; in other cases they will offer contacts to other funding sources. Take inventory of the organizations of this sort in your community and contact the officers of the most likely prospects.

Combined Community Funds

Many communities have local affiliates of larger organizations whose purpose it is to raise general funds for worthwhile programs, such as the United Givers Fund, United Way and Community Chest. Some reading motivation programs have been successful in getting their projects designated as a recipient of these funds. Contact the community funding source in your area and request an opportunity to present your program to them.

State and Local Governments

You may be eligible for funds administered by state and local governments. If you work with public agencies, their administrators may be able to direct you towards available funds. Explore all possibilities and do research to discover what program money might be available to your project.*

Contributions Other than Funds

Every item donated to you is one less expense—your money is freed for book purchases. Not everyone can give money, but many individuals and organizations have useful articles or services to donate. A public agency may provide office space and telephone service; a printer may prepare brochures; or a local business may supply office furniture.

Small businesses are excellent sources of such in-kind contributions. Lacking the financial resources of large firms, their public relations activities take the form of donating materials or services, such as the use of the store delivery van to transport books to distribution sites.

* Note: Other Federal funds generally may not be used to match funds from the Inexpensive Book Distribution Program.

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4. FUNDING ACTIVITIES

Presentation

You should be prepared to explain the purpose of your program to potential contributors. If after your initial contact they don't get back to you, request a meeting to present your case. In a presentation, you should clearly and briefly explain who you are, your program's purpose, and how you operate to achieve your goals. Your listeners will also be concerned with matters of finance and cost. Here are some tips when seeking funds:

- Describe your project in the context of the national program. Explain that yours is part of a network of reading motivation projects in communities across the country. Mention the Public Service Advertisement campaign produced by National Reading Is Fundamental. Members of your audience may have seen the Public Service Ads on television or read the printed advertisements in magazines such as *Newsweek* and *Time*.
- Describe other sources of financial support. Explain how matching funds will increase the value of contributions. Stress the fifty percent share which will be paid for books with Federal matching funds.
- Stress that funds are used primarily for book purchases and that books are available at a substantial discount to your program.
- Show how your contributor will benefit. Businesses will improve their public relations and can eventually expect better qualified employees. Unions will be expanding the educational opportunities of member's children.
- If possible, supplement your presentation with photos of children selecting books, audio-visual materials, brochures, posters and letters from children. Also consider bringing attractive children's paperback books with you.
- Ask for suggestions of other possible funding sources.

Preparing Applications for Funds

Some funding sources require a formal written application for funds. These applications explain in a few pages the same sort of information as your presentation: who you are; how your program operates; how it benefits the community; and a budget to provide cost information. An application should be tailored to the individual funding source. In completing an application, you should speak to the funder's purposes and interests.

The great advantage of written applications is that they can be prepared carefully under conditions you set. If you give yourself enough time, you can do advance research, write and rewrite your application until you are satisfied.

Frequently funding sources will not use an application but will request a narrative proposal. If you have questions, the funding source will generally offer guidance in preparing the proposal. The information

used in your program presentation can be the basis for a narrative application.

If you wish to know more about writing narrative proposals, there are good references available in most public libraries.

5. FOLLOW-UP ACTIVITIES

Fund raising is an ongoing process—it doesn't stop when your presentation is finished or your proposal is in the mail. Here are some continuing fund raising activities:

- *Letters.* After you have made a presentation or mailed your application, keep in touch with your funding sources. You may want to expand on a particular point in your presentation or inform them of new developments.
- *Further contacts.* Sometimes a source will not be able to help immediately, but will ask you to get back in touch in several months. Make sure to do so.
- *Sustaining contributions.* Some grants will be allocated to you yearly on a sustaining basis as part of your funder's budget, or a percentage of your funder's budget, and will be fixed for your program. However, you may still have to reapply each year and send updates of your activities in order to receive the funds. Always check with your funding source on reapplication procedures.
- *Other leads.* When contacting a funding source, be sure to ask for suggestions for other potential donors. Most people will sincerely try to help. Investigate all possibilities mentioned.
- *Expressing thanks.* Whenever you receive funds or a donation of services or materials, acknowledge the contribution with an official thank you letter. Add a personal touch whenever you can, like a handwritten thank you card from some of the children in your program.

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IV

PARENTS AND OTHER VOLUNTEERS

1. OVERVIEW

The tasks involved in a reading motivation project require the efforts of many people, from long-term planning to the actual distribution of books. Your program needs a team of committed volunteers to handle these responsibilities.

One of the best ways to build your network of volunteers is to involve parents of children served by the program. Moreover, one of the Inexpensive Book Distribution Program's standards is the inclusion of parents in program planning and operation. Parent involvement is clearly a high priority task.

Parents of program children however are only one of a number of groups who make enthusiastic reading motivation volunteers. In your area are students, senior citizens, business people, professionals, and many others who have much to offer your program.

2. RECRUITING VOLUNTEERS

As part of the planning process, a reading motivation program should map out a strategy for recruiting volunteers. Determine how many you will need; then plan the steps you will take to find them. Identify key groups for recruitment: parents of the children served, students, senior citizens, business people and others. Focus recruitment activities on the organizations where these groups are found. Most organizations have regularly scheduled meetings of the general membership. Request an opportunity to make a recruitment presentation at one of these. In the presentation, aim to communicate the goals of reading motivation and the satisfaction available to volunteers. When you are finished, circulate a volunteer sign up sheet.

Once you have involved a core group of volunteers, they can reach out to others by telephone. One person talking to another is the best way to point out the benefits of the program. Consider building a "volunteer pyramid", in which each new volunteer tries to recruit two friends.

As new volunteers enter your program, involve them in all aspects of project work and add them to all active committees. Avoid any tendency to reduce their participation by monopolizing policy-making jobs. It will take time for new volunteers to become familiar with the program. Their responsibilities should grow as their grasp of program operations expands.

New volunteers open the doors of other organizations with which they are involved. They bring contacts which can be used in fund raising and public education campaigns. They extend your network of resources and generally deepen your roots in the community. Recruitment is an ever-expanding process; as more people become aware of your program, greater numbers of volunteers will step forward and your community support will continue to increase.

3. PARENT INVOLVEMENT

From the beginning, parents should be brought into your program. Contact organizations that include parents of children in your program as you first get started. When you decide to build the program in specific neighborhoods, make special efforts to reach parents in that area. Consider establishing a parent advisory board to review your plans and make appropriate criticisms and suggestions.

Parents can be found in a wide range of organizations. Parent-teacher groups are perhaps the best known, but by no means the only such organizations. Investigate your community; churches, scouting troops, ethnic and community centers are typical of the organizations likely to have associated parent groups.

What does a program gain from parent involvement? Committed volunteers are only part of the answer.

- *Parent volunteers.* Of all volunteers, parents of the children you serve have the greatest personal stake in the program. Your goal is to motivate children to read—who could have a greater interest in encouraging reading than a child's mother or father?
- *Parents as role models.* Through a series of motivational activities in schools and the community, your program exposes children to the world of reading. If the message can be reinforced at home,

its effectiveness is multiplied. This is the concept of *continuity*, that reading motivation should occur in all the environments important to a child: school, community and home. Parents play a vital role because they are in a position to build a supportive home atmosphere. Moreover, a parent is a *role model*, an image of what a child hopes to become. When children sense a parent's favorable attitude toward reading, they are more inclined to think positively about books. In this way, the themes communicated by your program are effectively reinforced.

Reaching Parents

Parent volunteers can be recruited individually by letter, flyers or telephone. These contacts are also opportunities to inform them of the program and suggest ways they can help at home.

Different kinds of notices are appropriate at different points on your schedule. When first setting up at a new location, a handbill or flyer should offer a basic explanation of the program and suggest ways for parents to become involved. Notices should go out directly before distributions, letting parents know that children will select a book and suggesting ways parents can help at home: reading aloud to children, building a special shelf to store books, playing games such as reading words on grocery labels, are possibilities. All notices should appeal for volunteers and provide a telephone number for parents to call.

Notices can be distributed to children with instructions to take them home to parents. Consider a format that will increase the chance that parents will receive the notice, i.e., include a color-in drawing that children will be eager to show their parents. Announce your program in bulletins and newsletters that go out to parents in the community. Post flyers in stores and public places.

NOTES

4. OTHER COMMUNITY VOLUNTEERS

Parents are not the only group who make good reading motivation volunteers. By virtue of certain skills, interests, or simply civic spirit, university and high school students, senior citizens, business people, professionals and others are key groups on which recruitment efforts should be concentrated.

Students

Students often prove to be highly motivated volunteers with unusual levels of energy. Younger children admire high school and college students—consequently these volunteers make excellent role models.

Some examples of college-level students who find reading motivation particularly relevant are:

- Education students who want to develop skill at working with children.
- Library science students interested in book selection and distribution.
- Psychology students concentrating on child development.

Volunteers can be located by contacting faculty in these departments or through fraternities and sororities. Many colleges have special student volunteer programs or placement services—these should be used where they exist.

The enthusiasm of high school students often arouses the excitement of younger children. These volunteers can be recruited directly from high schools and a variety of other organizations such as scouting groups and Future Teachers of America chapters.

Senior Citizens

Every community has large numbers of retired people looking for useful ways to use their talents. Often they have specialized skills of great value to a reading motivation program.

Older volunteers can be recruited directly from community senior citizen organizations. These may include local senior citizen centers, chapters of national associations, retired employee organizations of unions and major corporations, and retirement communities.

Business and Professional Volunteers

Business and professional people can offer help with managerial and administrative tasks: finances, fund raising, personnel management and public relations. One way they may be located is by contacting the public relations departments of corporations in your area. Another is through area business or professional associations.

Others

Reading motivation programs find volunteers just about everywhere! Community and church groups, women's organizations and individuals are just a few of the many volunteer sources which haven't been mentioned. Part of building a program is developing a sense of where in your community volunteers can be found.

5. TRAINING OF VOLUNTEERS

Training includes all procedures which prepare volunteers to handle their assignments. Its objectives can be summarized as:

- Providing specific practical information about the performance of volunteer tasks.
- Reassuring volunteers of their competence to carry out an assignment

These goals are of course related—knowing what to do instills a sense of confidence in a volunteer.

Preparation of volunteers will take many different forms, varying with the amount of skill a job demands and the previous experience of the trainee. Depending on the circumstances, workshops, seminars with experts, audio-visual or film programs, observation of the program in action, instruction sheets, handbooks and informal briefings are possibilities. On the job training is especially important. A new volunteer can be paired with an experienced person, learning by direct observation how a task should be performed.

Workshops

Workshops are an important training technique in which a number of volunteers intensively examine a special area of activity like fund raising or book distribution. Maximum give and take and an emphasis on problem solving are the hallmarks of a good workshop.

When planning a workshop, consider:

- *Materials.* Will you need resource materials, like brochures, films, sample budgets?
- *Leaders.* Who in your group is best equipped to lead the workshop? Who is most knowledgeable on the topics under consideration? Are they able to communicate clearly their knowledge?
- *Outside experts.* Do you want outside consultants with special expertise to participate?
- *Structure.* How should resources, leaders, outside experts and volunteers be brought together in order to most effectively train participants?

6. VOLUNTEERS AND MOTIVATIONAL ACTIVITIES

Motivating children is what your program is all about. Children owning books and starting home libraries is only one part of the motivational process—essential activities occur before and after book distribution.

Many volunteers have something unique to offer the program: talent as a puppeteer or storyteller, an interesting occupation, or skill at a craft. Don't let a rigid list of job categories or program activities prevent you from using these special skills. Such volunteers are an invaluable resource—structure book-related motivational activities around them. Children will be fascinated by the adventure of a fire fighter or a demonstration of a traditional craft. Also, don't neglect your community's traditional foods and customs. Many volunteers can lead activities which help connect children with a local heritage.

Of course, volunteers will often be shy about offering their talents, perhaps lacking confidence in their ability to hold children's interest. It is helpful to allow them to discover their own creativity. Consider holding a "brainstorming" meeting in which volunteers explore among themselves various possibilities for using individual skills.

NOTES

7. VOLUNTEER GET-TOGETHERS

As volunteers join your program, you will want to develop techniques for deepening their commitment to reading motivation. It is helpful to schedule group events—opportunities to develop fuller understanding of the program and to share enthusiasm. The feeling of being part of something important is strengthened when volunteers socialize with one another. Some possibilities are:

- *Films and audio-visual events.* Volunteer get-togethers are enlivened by films, tapes or audio-visual programs. Take slides and tape recordings at distributions—the sight and sound of children enjoying their books have a strong impact.
- *Speakers.* A member of your group may be interested in speaking at a gathering of volunteers. Alternatively you may be able to recruit a well-known member of the community to address them.
- *Thank you events.* Of special importance are volunteer or parent appreciation events like dinners, coffees, or parties. These are occasions when you say thanks to the people who make your program possible. Everyone needs to have his or her contribution recognized, so consider this as a means of expressing your gratitude.

Don't forget that all program activities are also social occasions. Make sure that volunteers have an opportunity to get together informally after distributions and other program activities.

8. SERVICE FOR VOLUNTEERS

Your program can offer a number of services to volunteers which make their participation easier:

- Child care
- Transportaiton for those without a car or access to public transportation.

These services need not cost money—other volunteers can provide them. They may be exactly the way that certain volunteers would like to participate.

One often underestimated service is the training for future careers that many volunteers receive. Such chores as fund raising, bookkeeping and working with children are potentially marketable skills.

NOTES

V

BOOK SELECTION AND ORDERING

1. OVERVIEW

Your program succeeds only if the books you obtain appeal to children. Make certain to order a sufficient quantity of titles to provide the children with a wide choice. Remember two requirements: (1) programs must establish a book selection committee consisting of at least three people; and (2) books used in the Inexpensive Book Distribution Program must be ordered from approved suppliers.

2. THE BOOK SELECTION COMMITTEE

The book selection committee must be composed of at least three people and should represent different segments of the community. Its members might include volunteers, teachers, librarians, parents, students and residents of the area you serve. Each of these groups will have their own insights on the interests of children. Their combined judgment will help you acquire a good cross-section of reading materials. Community representatives and parents are key people—they help ensure that your titles speak to the particular interests and cultural characteristics of the children in your program.

Tasks

The book selection committee is responsible for carrying out a number of distinct tasks. These include:

- *Book selection.* You must decide what general kinds of books and which specific titles to order.
- *Preparing orders.* Order forms must be forwarded to book suppliers six to eight weeks in advance of distribution. Delivery of books will take four to six weeks.
- *Receiving shipments.* You must select a delivery location and, when books arrive, verify that all ordered titles have been included.

Schedule for Book Selection

The committee is responsible for drawing up a timetable that guarantees that books are on hand when distributions are scheduled. Orders should be placed well in advance of distribution to allow plenty of time to verify the order. Make sure to schedule selection tasks so that orders are placed with time to spare.

3. APPROVED BOOK SUPPLIERS

The Inexpensive Book Distribution Program requires that matching funds be used only to purchase books from publishers and distributors approved by RIF and the Office of Education. Each approved book supplier has contracted to provide discounts and a variety of services to reading motivation programs. National RIF will send qualified reading motivation programs profiles of each approved supplier, providing specific details of the discounts and services they offer.

Using Local Suppliers

You may find book suppliers in your area whom you want to patronize. If they are not already officially approved, have them contact National RIF.

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4. RESOURCES FOR BOOK SELECTION

A number of resources are available to help you find books for the program:

- *Book catalogs.* Book suppliers offer catalogs of their titles arranged by subject, often with brief descriptions of the materials.
- *Paperbound Books in Print.* R. R. Bowker Company's *Paperbound Books In Print* lists all titles currently in print with the publisher's name and date of publications. If a book is recommended, if a child requests a particular title, or if you find interesting items in stores or libraries, these will be listed in *Paperbound Books* . . . Remember, however, that if a book is not available from an approved supplier, it cannot be purchased with Federal matching funds.
- *RIF's bookguide.* To be used as a reference tool, not a catalog.
- *Other resources.* Your local librarian can help you find other guides to selecting books.

5. FACTORS IN BOOK SELECTION

In book selection, the most important consideration is choosing books that will make reading FUN for the children in your community. Because every community is different, selection is by necessity a local decision. Program standards require that each child have the opportunity to choose from a wide variety of materials at his or her level of understanding. Variety therefore means a range of reading levels as well as subject matter.

There are many ways to find out what appeals to children in your program. Librarians, teachers and parents (whether or not they are members of the book selection committee) can give advice. But remember, the children in your program choose their own books. Seek their opinions at distributions, watch their responses to the books you offer and record all their requests.

Subject Matter

Because reading motivation is your goal, the books you offer should be genuinely entertaining. Some books are obvious choices: classic children's stories, fairy tales and novels for young readers. Experience shows that the following are also generally popular:

- Cartoon, riddle and puzzle books
- Activity and craft books
- Adventure, action and mystery books
- Sports books
- Science and history books
- Biographies

Of course, tastes change constantly: a popular television program will have every child interested in books about its characters. Keep track of changing interests so that your books reflect current tastes.

Age and Reading Level

For reading to be fun, a book's style as well as subject must interest a child. Take into account the ages and reading levels of your children. Will they easily be able to understand the books you offer them? Just as most adults would not choose a technical work for leisure reading, children often select books that are simply entertaining. Books should be well within the reading age level of the children you serve. You must allow for both the child who chooses a book below his or her reading level and the one who is ahead of his or her age groups and wants a challenging book, such as a science or reference book. Thus, you should always order a range of material—for instance, books at the six to ten year reading level for eight year olds. There is also a special category of simply written books designed to appeal to older children: these are called high interest/easy reading level books. Consider ordering some of this type.

Ethnic Appeal

Part of enjoying a book is being able to identify with its characters. For that reason, it is vital that books be available that reflect a child's ethnic, racial and cultural heritage. Many programs, for instance, serve large numbers of black, Hispanic or Native American children. Be sure that you offer the children books that realistically portray their experiences, provide positive examples and contribute to personal pride and a strong self-image. Also don't forget that life is different in the cities, suburbs and rural areas; in the North, South, East and West. Books should be relevant to the lives of your children.

6. BOOK ORDERING

Number of Books

If you have adequate storage space, it is most practical to order for more than one distribution at a time. To calculate the number of books you will need at a distribution, multiply the number of children you will serve by the number of books each child will receive. Then, to be certain that each child has adequate choice, order about 20% extra. For example, if you plan a distribution for 100 children, each of whom will receive two books, you will need 200 books to start. Add approximately 40 books to allow for choice. You will thus need a minimum of about 240 books to carry out this distribution.

You will want to have more than one copy of popular titles, but don't overload on any single book—that will keep you from providing the widest possible variety. Order new titles in small numbers at first.

After you have chosen the books you want and calculated the numbers of books needed, ordering them is a straightforward procedure.

How to Place Book Orders When Using Federal Matching Funds as a Subcontractor under the Federal Inexpensive Book Distribution Program

National RIF has developed a series of procedures to assist you when ordering books with Federal matching funds. When your project is approved under the Inexpensive Book Distribution Program, you will receive further guidance and specific instructions. At that time RIF will also include your final subcontract approval letter. *Note that no book orders made before the date that your final subcontract becomes effective will be eligible for 50% payment by Reading Is Fundamental.*

All books purchased with Federal matching funds can be obtained *only* from suppliers officially approved by RIF and the Office of Education. When your project is approved for participation in the Inexpensive Book Distribution Program, you will receive a set of *Book Suppliers Profiles*. There is one profile for each approved book supplier listing ordering address; name and telephone number of contact person; discount information; services provided; and a general description of books available.

When placing orders from approved suppliers, proceed in the following manner:

A. When you place your *first order* with *each* book supplier, enclose a copy of your *authorization letter*. This letter officially identifies you as an approved subcontractor in the Inexpensive Book Distribution Program. Suppliers use it to open an account for your organization. When your subcontract is approved, you will receive five copies of the authorization letter. If you order from more than five book suppliers, you will have to make duplicate copies. To complete the Authorization Letter, fill-in the following:

- Your assigned contract number which appears on the upper right-hand corner of the Subcontract Agreement.
- The name of the book supplier with whom you are placing a book order.
- The date the book order is being submitted.
- The name, address and daytime telephone number of the person in your group responsible for book orders and invoices.

B. In addition to the Authorization Letter, the first book order placed and *ALL* subsequent book orders must have a RIF *BOOK ORDER ONLY* Sticker affixed to the book order forms. These stickers will provide book suppliers with an immediate means of identification and assure you the proper discount rate. You will note that you must put your contract number in the place indicated on the sticker. It should be emphasized that these stickers must only be used on book order forms. They *MAY NOT* be used on posters, flyers or on any other type of printed literature.

Here are some do's and don'ts of book ordering when using Federal matching funds.

Do:

- Order only from each supplier's *current* catalog.
- Address your order to the *RIF Central Office contact person* listed for each supplier, unless supplier's profile directs otherwise.
- Place your RIF sticker prominently at the top of every order to every supplier.
- Place all orders in writing and always keep a copy.
- Use the supplier's order form if one is provided. Type or print clearly.
- Avoid small orders. Remember that it costs about $3.00 for a large publisher to prepare a computer invoice and fill an order.
- Order specific new titles in small trial quantities.
- Weigh carefully the respective advantages in terms of cost, promptness of shipment and services in ordering from publishers or from distributors.
- Order a variety of books in age, reading and interest levels.
- Locate the book distributors in your area and send their names and addresses to National RIF.
- Be a comparison shopper, weighing all the services of the RIF suppliers before choosing the ones you will patronize.
- Remember that most suppliers will backorder unless directed otherwise.
- Plan your book orders well in advance of your distributions, allowing 4 to 6 weeks for orders to be delivered.
- Contact your supplier before returning damaged or defective books.
- If you must return books, ship them book or library rate, *not first class*. However, book returns must be made prior to final payment of the invoice.
- Use your letter of authorization supplied by National RIF, the first time you order from a particular book supplier.

Don't:

- Order from RIF's *Bookguide*. This is a reference tool only, not a catalog.
- Order from outdated catalogs.
- Delay in paying your supplier. If you receive Federal funds, don't delay sending to National RIF your local share of the bill, a copy of the supplier's invoice, and your verification of the bill's accuracy.
- Place orders over the telephone.
- Ask for review copies unless you intend to order from the supplier.
- Give a post office box as a delivery address for shipments.

7. BOOK DELIVERY, STORAGE AND MAINTENANCE

Before books are received programs must consider these questions:

- Where will the books be stored?
- What measures will be taken to protect the books?
- How long will the books be stored before distribution?
- Who will keep an inventory of the books?
- How will the books be transported to the distribution site?

Remember that large quantities of books take up considerable space, so make plans in advance. If your program is small, someone's home may be sufficient. Larger programs may need storage space such as a storeroom in a school, library, or community center. In some cases, suppliers will have storage facilities you can use. Wherever delivery occurs, make sure that someone will be present and take responsibility when books arrive. *Be certain not to use a post office box as a delivery address.*

8. VERIFICATION

As soon as possible after delivery, the shipment must be checked to see whether it contains exactly what you ordered. Also check the titles and quantity against the invoice (the bill sent by book suppliers). Books are sometimes out of stock—this should be indicated on the packing slip. Be sure that the packing slip and the invoice are correct. You may accidently be charged for books that were not ordered or which have not been shipped. Finally, check whether you have been charged at the correct rate and been extended the appropriate discount. If there is a problem in the order or the invoice, *immediately* call the book supplier's contact person. This name and phone number are listed on the Book Suppliers Profile.

9. PAYMENT PROCEDURES USING FEDERAL MATCHING FUNDS

Once the book order has been filled and an invoice received and certified as correct, the following procedures must be followed:

A. Sign and date invoice as correct and put your Contract Number under your signature.

B. Prepare a cashier's check or money order for 50% of the amount of the invoice. This cashier's check or money order MUST be made out to the *BOOK SUPPLIER* and not to National RIF. Any check or money orders made out to National RIF will be returned to the local program as unacceptable.

C. Complete an *Invoice Verification Form* for EACH invoice. (This form, supplied to you by National RIF, summarizes payment information for RIF and the Office of Education and serves as an official record of the transaction.

D. Forward to National RIF:

- three copies of the signed and dated invoice (*original* plus two copies).
- a certified cashier's check or money order made out to book supplier for 50% of the amount of the invoice.
- one copy of the Invoice Verification Form.

When National RIF receives and verifies these documents, a check for the remaining 50% of the invoice will be prepared and sent to the book supplier along with the cashier's check or money order and a copy of the invoice.

Finally, remember that to assure proper and timely payments, all documents should contain Subcontractor's contract number.

10. PROCEDURES FOR BOOK ORDERING WHEN NOT USING FEDERAL MATCHING FUNDS

The ordering and payment procedures described above do not apply to books purchased solely with local funds. These might be books ordered from non-approved suppliers or books ordered from approved suppliers that are not used in the Inexpensive Book Distribution Program. In such cases, send your check for full payment directly to the supplier.

11. PLANNING FOR RE-ORDERS

Each distribution provides information which helps you plan future orders. Experience is the best test of which titles and subjects are popular. At early distributions, you will probably overorder in some areas and have too few books in others—learn from this and adjust future orders accordingly.

To help you get the most from distributions:

- *Keep careful records.* Accurate records provide the most precise information on what children like. After every distribution, take an inventory to determine what titles have been selected. From that, you will be able to tell what subjects are most in demand.
- *Record children's requests.* Children themselves are the best source of information on their reading tastes. At every distribution ask children to comment on the books that are available. Also ask if they would like to request specific kinds of books. If they mention a particular title, explain that, although you will try to get it, its availability can't be guaranteed.

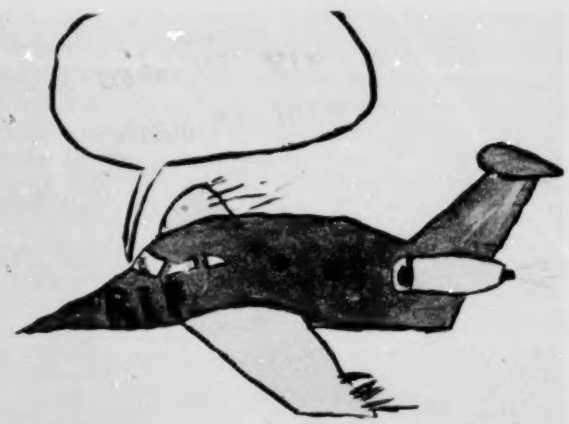
VI

MOTIVATIONAL ACTIVITIES

1. OVERVIEW

The many activities of your project boil down to one purpose—building a program which motivates children to read. How is this best done? By designing book-related activities that are truly festive—that means fun for everyone including volunteers. If you develop activities which truly engage children, they will be encouraged to read more—and that it is what your program is all about!

The reading motivation process includes activities with children before, during and after the distribution of books. Preparation, distribution and follow-up are each links in a chain. Building children's feelings of anticipation prior to selection and sustaining their interest after are necessary to make the process effective. Section VI explains how to organize pre-selection, distribution and follow-up activities as component parts of the reading motivation whole. Through them, you will be able to lead children into a wonderful new environment—the world of books, imagination and ideas.



2. PLANNING A READING MOTIVATION SCHEDULE

As part of your program's overall planning process, you must determine:

- How many books to distribute.
- Which children to serve.
- Where to operate the program.

These are major policy decisions. Once they have been made, you are ready to plan a detailed schedule of activities.

Scheduling distributions is a balancing act: if they are too close together, you won't have enough time to carry out effectively pre-selection and follow-up activities; if they are too far apart, the motivating effect on children will wear off. Activities before and after selection are fully as necessary in a reading motivation program as distribution of the books themselves. Be certain that distributions are scheduled frequently enough to maintain a child's enthusiasm, but with adequate time in between to carry out pre-distribution and follow-up activities. Here is an example of a schedule of events used by a reading motivation program throughout a school year:

Oct. 12	— Children informed of RIF program
Oct. 13-19	— Pre-distribution activities (several days prior to distribution)
Oct. 20	— FIRST DISTRIBUTION
Oct. 21-28	— Continuing motivational activities (up to a week after distribution)
Nov. 10	— Special event "Read-a-Thon"
Jan. 3-14	— Poster contest, writing contest, judging and prizes (during week before second distribution)
Jan. 15	— SECOND DISTRIBUTION
Jan. 16-22	— Follow-up activities (in week after distribution)
Feb. 20	— Special event
Mar. 24-31	— Pre-distribution activities
April 1	— THIRD DISTRIBUTION
April 2-8	— Post-distribution follow-up

Notice that a series of motivational events were scheduled between distributions to maintain a high level of interest. From the time children first learned of the program until after the third distribution, a continuous chain of activities took place. The whole program was long enough to make a lasting impression on the children, yet it was sufficiently tight to avoid dragging.

Of course, the motivational activities of your program must be scheduled around the routine of the program site. Each site has its own schedule—you can't conduct a distribution on the day of a big class trip! Be certain to consult with staff at the project site to avoid any scheduling conflicts.

3. INVOLVING OTHERS IN PLANNING

Make sure to invite educators, librarians and program site administration and staff to participate in planning the reading motivation schedule. Their experience working with children is certain to make your program more effective. They will often have creative ideas on how to attract and maintain the interest of young people.

When you are considering establishing a program at a particular location, contact the administration at that site. Arrange a meeting with the school principal, head librarian, community center director or their

equivalent. Ask for help in planning the schedule at their institution.

Once you have secured the assistance of administrators, reach out to the staff: school teachers, recreation counselors, librarians and others in this category. Their day-to-day cooperation is indispensable. Suggest to staff members specific ways they can assist.

Don't forget to involve parents in planning and conducting motivational activities. Their creativity and personal experience relating to children is a valuable source of energy for your program.

4. PRE-DISTRIBUTION ACTIVITIES

The pre-distribution process may seem a bit awesome—there are the children needing to be convinced that you have something good in store for them. How can you build in them a sense of anticipation and excitement?

The answer is that a little imagination and creativity will ensure many eager faces when distribution day arrives. Children are a tough audience, but you have something genuine to offer them—books! Find dramatic, entertaining ways of introducing books to them.

Informing Children

Children at first know nothing of who you are. They should be informed of the program in a way that emphasizes the festivity of upcoming events. Children should understand that the opportunity to choose a book is part of something special. They should sense that your program will be a real source of pleasure.

Get off on the right foot by introducing them to the program in a way that is itself fun. A dull announcement will not inspire their interest—you need a lively and engaging introduction.

If possible, have other children announce the program. Excitement is contagious—if children sense the interest of others, their own curiosity is aroused.

Creating an Atmosphere for Reading Enjoyment

A good program introduction will create curiosity among children. That interest can be sustained with a well-designed series of pre-distribution activities.

Start with decorations. Libraries, classrooms, recreation rooms and other locations can be adorned with vivid book-related posters and displays focusing on upcoming distribution day. Consider designating a special bulletin board in schools and community centers for exhibition of miscellaneous materials: displays such as posters, artwork, books themselves—anything relating to reading.

Your pre-distribution activities should include special events and techniques which stir children's interest in books and reading. Let the books themselves inspire you—they are filled with marvelous characters and ideas. Make them come to life!

Here are a few ideas for pre-distribution activities.

- *Posters.* Have every child in the group design a poster for the program. Put them up at the site well before Reading Is Fun Day and leave them on display until after your final distribution. Children can also design bookplates and bookmarks.
- *"Talking books."* Build a large mock-up of a book with a smiling face and hide a volunteer or tape recorder to talk about distribution day.
- *Special characters.* One program has a mascot called "Benny the Bookworm." Benny appears on posters and handouts, and a puppet version has been created for special shows. A clown can visit before selection and entertain on distribution day. Other characters, such as Raggedy Ann or Big Bird, can visit, encouraging children to have FUN with books.
- *Assemblies.* Puppet-shows and skits, or visits from local celebrities (sports figures, musicians, disc jockeys) can be the subject of large assemblies which bring together all the children at the program site.
- *Story telling sessions.* A volunteer can read stories from especially exciting books. Many children love fairy tales which are excellent reading aloud material. A good story invites comment—gives children an opportunity to talk about the stories they hear. Also ask children if they would like to read aloud.
- *Crafts.* Help the children make craft articles using instruction books that will be available on Distribution day.
- *National RIF.* RIF will supply you with further motivational ideas through their published materials, i.e., *Technical Assistance Bulletin.*

A final note on pre-distribution activities

Try not to overprime the children with pre-distribution activities. Selecting and keeping books is their major activity and should not be eclipsed by other events.

NOTES

5. PLANNING DISTRIBUTION DAY (READING IS FUN DAY)

The Reading is FUN Day atmosphere should be lively. What better way is there for children to discover books than to make selecting them an event in itself? Successful distributions are the result of finding the right combination of imagination and organization.

A smoothly-run distribution depends on advance planning. Your plans should include a detailed schedule of the day's events, assignment of all distribution tasks, and arrangements for the use and decoration of the distribution site.

Plans should be made with the assistance of site administration and staff. Before distribution, check room assignments and review the day's schedule with the appropriate authorities. Make sure that teachers, counselors, or other staff clearly understand their roles. They should know exactly when their group is expected at the distribution site.

Scheduling

The most important scheduling consideration is allowing children enough time to examine books and make a selection. That generally means a minimum of 20 to 30 minutes per group. Instead of squeezing selection into a shorter block of time, it is better to extend distribution to a second day to include all your groups.

The schedule should allow time for:

- A brief meeting before distribution with the site's administration and staff.
- Unpacking books and arranging the distribution room.
- Lunch and breaks for volunteers.
- Repacking, cleaning up and a brief assessment meeting at the end of the day.

Assignments for Reading Is FUN Day

Prepare a list of distribution day tasks for your volunteers. At a minimum, these include staffing book display tables and a sign-out desk, guiding children through the books, and recording requests and comments. To facilitate collecting comments, one volunteer should be assigned to work with the children who select their books early. The volunteer can suggest that the child take his or her book to a quiet corner or listen while the child talks about his selection. One of your group should be responsible for coordination: making sure that books are on display and materials at hand, checking that distribution is proceeding according to schedule, and handling whatever special situations arise. Don't put all your books out at once. Add new titles as selection proceeds. Make sure that popular titles are available for the last groups of the day.

Selecting a Physical Site

Any large room in a school, library, church or community center will do for distribution as long as you can arrange and decorate it for the occasion. There must be adequate space to display books and allow children to browse without bumping into one another. Rooms should be reserved in advance. Make sure that no other activity is scheduled in the room where you are planning to hold the distribution. A reading corner should be reserved for the children to enjoy their books after they have made their selections.

Reading motivation programs distribute books in all kinds of settings: playgrounds, parks, bookmobiles, and crowded community centers. Not all of these will have a closed-off room well-suited for distribution. A little improvisation is sometimes necessary to adapt a site to the needs of the program. All locations must allow children to browse among books in small groups. If you use an outdoor site, it may be necessary to block or rope off an area to admit only a few children at a time.

Arranging and decorating a distribution site

The arrangement and decoration of a distribution site is the key to creating a festive atmosphere. Bright colors, cheerful displays, vivid posters and artwork, and attractive arrangement of books help build children's enthusiasm. If you rely on special themes or characters during the pre-selection period, highlight them during distribution: posters of special characters or props that proved especially popular can be the centerpiece of distribution room decorations. Consider a special format. Around Thanksgiving or Christmas, use a holdiay theme. Or decorate the room like an African village for Black History Week.

Of course, there are also practical considerations in distribution room arrangements. Book display and sign-out tables should be spaced to speed along the distribution process: close enough together for children to travel between tables easily; far enough apart for elbow room. The sign-out table should be near the

exit and allow for the orderly processing of selections.

Books themselves can be displayed in a number of different ways:

- *By subject matter.* Books of similar subject areas can be displayed together: coloring and activity books; sports; history, myths and legends; fiction, and so on. Each table can have a special decoration related to its subject.
- *By age level.* Books can be classified by age group so that many different subjects are grouped togetner. Children can choose from a variety of material at one location.
- *By both subject and reading level.* This method combines both principles so that children can quickly find books at their reading level on the subjects that most interest them.
- *Random display books.* Books arranged randomly expose children to a wide variety of materials.

The method you choose should depend on the number of children you serve and their range of reading levels. Children should be able to locate books on subjects that interest them, but they should also be exposed to a wide range of material.

6. READING IS FUN DAY PROCEDURES

Selecting books to keep as their own is a meaningful experience for children. Conduct distributions with sensitivity to the main principles of the program: that reading is a real source of pleasure and that each child's choice is freely his or her own. All boys and girls know better than any adult what is FUN for them. Book selection is a learning process—if a child's first choice is disappointing, there will be other opportunities at later distributions.

Guiding Children at Distributions

As a group of children arrive, they are greeted and guided towards the books. Volunteers mingle among them, helping individuals as needed. Remember, book selection is completely free, but children often need advice and encouragement to make a choice. Sometimes selection is very difficult and a volunteer must gently draw the child out, asking questions about his or her interests and pointing out what sorts of books are available. Make sure that volunteers are well trained for distribution, that they fully understand the principle of free selection and are able to gently offer children guidance. Volunteers must often display great patience, allowing children plenty of time to make up their minds.

Here are some typical selection problems:

- *A child can't make a final decision.* Freedom of choice also means freedom not to choose. If after a few suggestions, a child still won't choose a book, let him or her know that there will be another opportunity at the next distribution.
- *A child's selection is too difficult or too easy.* Of course, it's a good thing when children choose books at their reading levels, but volunteers must not interfere if a child's book choice is too difficult or too easy. A child should have absolutely free choice—volunteers should never veto a selection.
- *Two children want the same book.* Suggest a compromise in which the children will trade books after they have had a chance to read their first choice; or promise one child that the title will be reserved for him or her at the next distribution. If you make this commitment, be certain that the book is available the next time around.

Once selections have been made, books are the children's property. They may do with them whatever they please.

Signing Out Selections .

When children have chosen a book, they are directed to the book sign-out table. Selections are recorded and children asked for comments or requests. You may then want to add bookplates and have children write in their names. This helps them understand that the books are truly their own. Otherwise, stamp the program name into the books.

When time is up and all children have made their choices, they are led out of the room which is then made ready for the next group.

Record Keeping Procedures

An important part of every distribution is keeping careful record of the titles and total number of books children have selected. Record keeping:

- helps in the planning of future distributions by providing information about the reading tastes of children. If sports books, for example, prove particularly popular, you will know to order more of these in the future.
- provides facts and figures which document the effectiveness of the program, especially useful in fund raising.

Your volunteers should know who is responsible for keeping records. Usually it is the people who staff the sign-out table. As the distribution proceeds, collect information on how many children were present and what titles were selected. Some programs record each child's choice on an index card. Others do an inventory at the end of the day to determine how many of each title were chosen. Make sure to collect comments and requests from each group. Children's comments are particularly helpful when you prepare publicity and fund raising material.

When the distribution is over, draw up a brief report summarizing the day's events, including total numbers of books distributed and children served. Attach an inventory sheet to indicate exactly which titles were distributed and include any interesting comments, requests or criticisms. Remember to make arrangements for absent children.

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7. FOLLOW-UP ACTIVITIES

Motivation also means encouraging children to use their books. Follow-up activities accomplish this day by providing children organized opportunities to have fun with their new books. New books can be incorporated into the regular program of activities at the distribution site:

- *Special reading or discussion periods.* Time can be set aside for "show-and-tell" in which each child has the opportunity to describe his or her book. Or a silent period can be used for reading program books. Note: Children should never be required to read their books. All classwork with the books should be on a voluntary basis.
- *Artwork.* Children can paint scenes or characters from their books. These can be displayed on a special bulletin board.
- *Writing stories.* Children can write about their books. One idea is to have them write a brief sequel or final chapter.

Between distributions, the distinction blurs between following-up the last one and preparing children for the next. The important thing is that exciting book-related events be scheduled to keep children involved.

Of course parents have a major follow-up role: reinforcing the program's message. Make sure that children's new interest in reading receives plenty of encouragement at home. Parents should express interest in the new RIF books, and read it to the child or listen while the child reads it aloud. Parents can also help their children set up a special shelf in the home for their books.

VII

PUBLIC EDUCATION

1. OVERVIEW

Each reading motivation program has the immediate goal of motivating the children it serves to read. There is also a larger goal—making reading an increased part of the life of the community. Through public education you seek to build a favorable attitude toward reading and generally raise the level of interest throughout your area. While motivational activities are directed specifically toward children in your program, public education aims at reaching the general public with the same message—that reading is FUN and FUNdamental. The two efforts reinforce one another—the motivating effect on children is intensified if a greater level of interest in and support for reading develops in the community.

One example illustrates this point: A well organized poster campaign will put your reading message on display in places throughout the community. Wherever children go, they are likely to run across a vivid image about reading and books. Parents and other community residents will also be affected. In total, your poster campaign will contribute to raising everybody's reading consciousness.

Thus, a public education campaign makes the members of the community aware of your work. Through it you alert them to the importance of reading as a way of life.

There is an additional benefit to a well-run education campaign: while promoting reading consciousness, you are also building a good public image for your program. In the minds of community members your organization will become inseparably connected with the important work you do. The advantages are apparent—an increased ability to attract volunteers and other resources. Your public education campaign should create a broad reservoir of support in the community which can be tapped as you need it.

2. PUBLIC EDUCATION AND PUBLICITY

Public education refers to the general process of building community awareness and creating a positive image, first of all, for reading and, secondarily, for your program. Part of public education is building a network of individual and institutional support. Education also consists of publicity—specific techniques which present to the public information about reading or your program: posters displayed in the community; television and radio coverage including news, feature items and public service announcements; news, feature articles or photographs in the local press; and events directed at groups outside your program.

3. PLANNING PUBLIC EDUCATION

Consider these things when planning a public education campaign:

- *Assign responsibility for planning and carrying out public education.* Large programs should organize a public education committee; in small programs, individuals can take this responsibility.
- *Develop a plan.* All programs should prepare a plan including a schedule of public education activities and a clear statement of objectives. The timetable of activities should seek tie-ins with national events such as National Book Week.
- *Balance publicity and other education methods.* Building a network of contacts among key individuals and institutions is just as important as obtaining publicity for the program. When not combined with other methods of reaching the community, publicity is isolated and its impact reduced. Strike a balance among the various methods of educating the public.
- *Carry out a year round campaign.* Keep up contacts and promote reading awareness throughout the year. Education is an ongoing process—avoid concentrating everything on one or two big events which will not be followed up.
- *Demonstrate the effectiveness of the program.* In public educational efforts, stress that reading motivation programs produce results. Use facts and figures to demonstrate program success.
- *Planning publicity:*
  - —Aim for broad coverage. Try to obtain publicity from as many different sources as possible. You will be able to reach many different segments of the community that way.
  - —Develop publicity materials. When contacting the media, prepare press releases and other materials: black and white photographs; printed materials about reading, your program, the Inexpensive Book Distribution Program and National RIF.
  - —Innovate. Broadcast media and newspapers are looking for something fresh—they do not want last year's press release, nor will they cover the same sort of event twice within a short space of time. You must arrange something new each time you want coverage.
  - —Emphasize children and books. Much of your publicity should focus on the program's greatest strength: the human interest of children and books.

4. PUBLICITY TECHNIQUES

Poster Campaigns

A poster campaign aims to distribute throughout your community visual messages about your program and the Reading Is Fundamental theme. It is a vital method for building public awareness about reading and effectively supplements your activities. Try to put posters on display in as many public locations as possible, concentrating on such spots as businesses, libraries, schools, recreation centers, public agencies, clinics and day-care centers. Often local merchants will gladly display posters made by children.

Public media

Public media include (1) broadcast media: local radio and television stations; (2) print media: local magazines and newspapers, including those directed to special ethnic, age or occupational groups in the community. These will carry your publicity only if the item is *newsworthy*. It must have a valid story to tell. Media publicity is categorized either as a *news* item or a *feature*.

A. News. News items concern late-breaking events and answer the questions *who, what, when* and *where*. Here are examples of valid news stories:

- *Who*. A prominent local citizen has given an address about the need to increase public interest in reading, or the mayor of your town has declared "Reading Motivation Day."
- *What*. The release of a national study pointing out a declining interest in reading among children is a valid news item. So is the inauguration of your program, your first distribution of the year or any *unusual* event that involves books and children.
- *Where*. Your program may be expanding into a new park, school, church or community center.

Remember that not everything you do is newsworthy. Continuing distributions or other routine events will not interest editors. On the other hand you may be able to turn normal program operations into a genuinely interesting feature item.

B. Features. Features are news-breaking items of continuing interest. They are best explained by example:

- Has reading improved among program children? If a teacher says so, that is a feature story.
- Has public or school library use increased since the establishment of the program?
- What kinds of books interest children? Have reading tastes changed since you first got started?
- Personal stories of program children who have become avid readers.
- Features on volunteer events, including interviews with people in your program.

Any genuine human interest story is potentially a feature. A good article tells a personal story, draws the reader in and conveys a sense of the worth or effectiveness of the program.

C. Press releases. A press release presents in a simple declarative form whatever information you wish to publicize. It should be written in a form suitable for publication—many editors print them directly or with minimal rewriting—and answer the four W's: Who, what, when and where. The first paragraph is especially important—try to summarize all crucial information in it. Here is a sample of a well-written press release:

FOR INFORMATION
NAME
ADDRESS
TELEPHONE NUMBER

For Release:
Tuesday, March xx, 19xx

RACINE—Mrs. Clara Jones, President of the Racine Branch of the American Association of University Women, announced today that the branch will sponsor a Reading Is Fundamental (RIF) project in Racine. The project will serve 500 children in the Overbrook and Blankenburg Elementary Schools.

Reading Is Fundamental is a national, nonprofit organization designed to motivate children to read. It is now established in 47 states with more than 400 projects operating at 1,332 sites. This is the first time RIF has come to Racine.

Reading Is Fundamental motivates children to read through freedom of choice and pride of ownership. Children in RIF projects may choose, from a wide variety of paperback books, the books that interest them; they may keep the books as their own. Since it was founded by Mrs. Robert S. McNamara in Washington, D.C., hundreds of thousands of children have received millions of RIF books.

Reading Is Fundamental has contracted with the U.S. Office of Education (HEW) to operate an Inexpensive Book Distribution program that will provide $3,368,829 in matching funds for books. Like all projects, Racine RIF must raise its own funds to run the reading motivation program and request federal matching funds to buy books.

D. News/Photo Tips. A news/photo tip presents in outline form information on a future story editors might want to cover. Here is a sample:

FOR INFORMATION
NAME
ADDRESS
PHONE NUMBER

News/Photo Tip for Wednesday, May xx, 19xx

WHO 150 third-graders in the Overbrook Elementary School and many of their parents.

WHAT will be participating in the first Reading Is Fun Day at Overbrook, the youngsters choosing what they want to read from a big selection of paperback books. They will keep their choices as their own.

WHERE Overbrook Elementary School, 300 South Main Street, in the gymnasium.

WHEN 10 A.M. Wednesday, May xx, 19xx

WHY The children are participants in the Racine Reading Is Fundamental (RIF) local project, sponsored by the Racine Branch of the American Association of University Women (AAUW).

RIF is a national, nonprofit organization designed to motivate children to read by letting them choose books that interest them and letting them keep the books.

At the RIF Fun Day on Wednesday, Mrs. Clara Jones, President of the Racine AAUW Branch, will be working with parents of the children at the book distribution.

COME SEE HOW BOOKS REALLY TURN ON KIDS

E. Who to contact:

- Broadcast media: news assignment editor or community service desk.
- Print media: city, photo or feature editor.

Remember that newspapers, radio and television work under tight deadlines. Make sure to contact them well within the deadline period.

F. Follow-up. Whenever you send a press release or news tip, follow it up with a telephone call. Editors receive so much material that it is often necessary to call special attention to your item.

G. Be sure to make reprints of news or feature articles. These can be used in fund raising campaigns and other public education efforts.

Events

Well-staged public events are important tools. These are opportunities to concentrate on special target groups. If you want to build support among teachers, for instance, organize an educators conference to explain the principles behind reading motivation and how the program operates. Of course, most events are valid news items. Book fairs, volunteer appreciation dinners, speeches by celebrities and similar affairs are almost certain to receive media attention.

Examples of events with public education benefits include:

- Ethnic fairs featuring books on minority themes.
- "Reading Motivation Week" program of activities.
- A small ceremony organized around the distribution of your 10,000 or 50,000th book.

Especially important events are public speaking engagements by people in your program. These are opportunities to instill an awareness about reading in an audience. Schedule speaking engagements for groups whose support is important: parent organizations, for example. Every person you reach in this way helps raise the level of awareness about reading in the community as a whole.

5. OTHER PUBLIC EDUCATION EFFORTS

Your program should seek to build favorable attitudes about reading and your program among individuals and institutions in the community. As part of your education campaign make a special effort to reach those groups whose cooperation is most crucial: educators, librarians, business executives, political and community leaders. Develop contacts among key institutions and organizations: schools and colleges, civic and service organizations, government bodies, associations of teachers and librarians, foundations and large corporations. Your efforts may take such forms as:

- *Mailings to a list of key contacts.* Prepare a mailing list of key individuals in the community. These should include officials of organizations and institutions whose support you seek. Send out mailings of materials (i.e., a reprinted article and cover letter) to all those on your list.
- *Special events.* Invite key contacts to a special dinner during "Reading Motivation Week."
- *Advisory boards.* The purpose of an advisory board is to provide a broad range of input into the planning of your program. But an advisory board also offers public education benefits. Invite certain key contacts to become members of this group.

Public Service Campaign

National RIF assists the public education efforts of local programs with a RIF public service campaign. The campaign features magazine advertisements, television and radio spots. The public service drive urges readers, viewers and listeners to support reading motivation projects in their communities and get more books to more children. If your local station managers and/or public service directors have not received the TV prints or radio discs, and are interested in broadcasting them, send National RIF the name of the person, station call letters, and full address, and we will get the public service announcements to them.

6. ASSESSING THE EFFECTIVENESS OF PUBLIC EDUCATION

After your public education campaign has been operating for several months, review its success:

- Has media coverage of reading issues increased? How many print articles and broadcast items have you generated?
- What has been the quality of the coverage? Has it stressed the important points? Has it communicated the idea of reading as a way of life?
- What has been the reaction to your publicity materials? Have editors used your press releases? Have they given you any feedback on its usefulness to them?
- Were your events successful? Did they receive wide coverage? Did they attract large numbers of people from the group you were trying to reach?
- Are key individuals and organizations in the community aware of you? Is their attitude generally favorable? Have you been able to build a list of contacts?
- Most important of all, is there any discernible increase in your community's interest in reading?

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VIII

PROJECT ASSESSMENT

1. OVERVIEW

Assessment means systematically reviewing project operations to determine whether you are achieving your objectives. It is a vital procedure—the most reliable way for a local program to gauge its effectiveness. Information developed in assessment has many uses:

- *Future planning.* Assessment allows you to judge your success in carrying out plans and to make adjustments for the future. You can identify problem areas and take corrective measures. For example, if parent participation is very low, you can review volunteer recruitment methods to locate the problem.
- *Fund raising.* Requests for funds are immeasurably strengthened when you are able to document your case. Assessment provides concrete evidence of your program's benefits.
- *Expansion.* By providing accurate information on past activities, assessment allows you to expand in the most effective way possible. Understanding past experience helps you analyze strengths and weaknesses, and improve the program when it is established in new locations.

There are two parts to assessment: (1) information collection and (2) information analysis.

Collecting information means first of all keeping comprehensive and accurate records of every significant activity. It also consists of gathering evidence of the program's effectiveness from outside sources.

Analyzing information involves examining it for patterns and trends. For instance, you should have information about which books children have selected and which are left over. You should also have records of children's comments on the books. These allow you to analyze book selection operations. Is the book selection committee choosing books children want? Has the committee taken into consideration information on children's tastes as it becomes available?

A program which conscientiously gathers and examines information on its operation with an eye toward improvement, is able to grow from beginner's uncertainty to experience and confidence.

2. RECORD KEEPING

Reading motivation programs should record the following kinds of information:

- Program facts and figures.
- Direct observations of program activities.
- Comments and letters you receive.
- Evidence from the community such as increased library circulation.
- Information from questionnaires.

Program Facts and Figures

Collecting facts and figures gives you a statistical profile of your program. You are thus able to measure at a glance your effectiveness at carrying out planning goals. Have you raised the money you projected would be necessary? Have you served the number of children and distributed the number of books intended? Have you successfully recruited parents into the program? These and similar questions are readily answered by recording facts and figures.

Here are examples of information you should keep on file:

- Number of children served.
- Number of books distributed.
- Number of locations of program sites.
- List of books ordered.
- List of book suppliers patronized.
- Complete list of staff and volunteers.
- Number of parent volunteers.
- List of community organizations and how they have cooperated with the program.
- Amount of funding and names of donors.

Direct Observation

Volunteers' observations of program activities are an important source of information to you. From fund raising events to the entire program of reading motivation activities, program people will have definite impressions. For example, what were the reactions of children and program site staff at distributions? What was the atmosphere at these events? Statistics can't answer these questions—only the observations of program people can supply such information. Their impressions give human substance to the bare bones of facts and figures.

After every major program event, volunteers should meet together briefly for discussion. Each one should have an opportunity to make comments. One person should be responsible for preparing a short report summarizing the impressions of the group.

Comments and Letters

Indications of your effectiveness can be gained from comments made during program activities. You will also receive letters from children, parents, teachers and others, often expressing thanks and support. Many comments and letters testify to a child's new found enthusiasm for reading and books, offering individual examples of your program's success.

During program activities, volunteers should be alert for comments and, if possible, record them, whether favorable or critical. Make sure to keep on file all letters you receive. Some will be useful in fund raising and public education, while as a whole, they are an important part of evaluating your success.

Evidence from the Community

Certain trends in the community may provide evidence of the program's effectiveness. Increased use of public and school libraries in the vicinity of program sites may indicate that you have stimulated children's

interest in reading. Teachers may report that children are using free periods to read. Try to determine whether there is evidence that children in your community are reading more since the inauguration of your program.

Questionnaires

Questionnaires are a systematic method of collecting comments and information about the effects of the program. You can distribute them to those groups in the best position to know whether children have been motivated to read:

- *Children.* Questionnaires to children should ask whether they enjoyed their book and whether they are reading and using the library more often.
- *Parents.* Questionnaires to parents should ask if they are aware of the program, if they are encouraging reading at home and if their children are becoming increasingly interested in books.
- *Teachers or other program site staff.* This group should be asked whether children are talking about their books, and showing increased interest in reading.

Questionnaires should be brief, simple and to-the-point. Avoid ambiguous questions—each one should be as clear as possible. When possible, get the information you want with yes or no questions. But be sure to encourage comments by providing special space for them.

Here are some sample questions:

For Children

- Did you find books you want to read on Reading is Fun day?
- Did anyone at home read your books?
- What kind of books do you enjoy most?
- Are you reading more often since you got your books?
- Are you using the library more often since you got your books?

For Parents

- Did your child show you the books he or she selected?
- Did you and your child read the books together?
- Do you think that your child is more interested in reading as a result of the program?
- Have you or your child purchased other books as a result of interest growing from the program?
- Does your child make more use of the library as a result of the program?

For Teachers

- How were program books used in the classroom?
- Has the program increased independent reading among your students?
- To what extent has the program reinforced your classroom reading program?
- Have your students increased their use of the school or public libraries as a result of the program?
- Would you say that the titles were well selected and appropriate for the grade-level you teach?

Distributing and collecting completed questionnaires requires planning. Those directed to children and program site staff can be filled out at program locations. You will be able to supervise their distribution and collection. Reaching parents requires special techniques. You must find ways to ensure that they will get the questionnaire, be motivated to fill it out, and return it to you. The simplest way to reach them is to send the questionnaires home with children. One program actually had children administer the questionnaire to their parents, asking them questions and recording the answers. Mailing the questionnaires is also an alternative. Consider enclosing brochures, or other material explaining the program, and a self-addressed, stamped envelope for returning completed questionnaires.

3. INFORMATION ANALYSIS—PROJECT REPORT

The information you gather should be presented and analyzed in the form of a yearly project report. This is the final product of the assessment process—it examines the information you have recorded, summarizes the main trends, and judges how well you are carrying out program objectives.

When preparing a report, search through your records with a discriminating eye. It serves no purpose to lay out all the statistics, observations, comments, pieces of evidence and questionnaire responses without interpretation. Presenting information is a matter of selection and summary. A report should show the big picture—how well is the program functioning, have you achieved your objectives, are you succeeding in motivating children to read? Present whatever information you need to graphically illustrate the answers to these questions.

Your report should be as accurate as possible and show your problems as well as successes. Its purpose is to help you understand your program—minimizing difficulties prevents you from seeing how to make improvements. Make sure to give your program credit for its accomplishments and criticism for its shortcomings.

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IX

THE FEDERAL INEXPENSIVE BOOK DISTRIBUTION PROGRAM

Private, nonprofit groups and/or organizations, or public agencies are eligible for inclusion in the Federal Inexpensive Book Distribution Program. Interested groups must submit a proposal to Reading Is Fundamental.

If their proposals are approved, they become official program subcontractors and are eligible for Federal matching funds. Subcontracting projects must use the technique of distributing inexpensive books to children. Two of the features of this method are: (1) allowing children to choose from a wide variety of inexpensive books for personal ownership; and (2) providing children free selection of the books.

The program must also consist of a series of planned activities designed to motivate children to read and thus *is not limited to the distribution of books*. There are a number of specific standards which define the activities of local programs. The degree to which a group or organization meets these standards is the main criterion used to judge its proposal for inclusion in the Inexpensive Book Distribution Program.

Program Standards

A reading motivation program:

- *Gives books to children:* They may also lend books in addition to giving, but one of the primary objectives is to provide program participants with books which they may keep. The books used in the program are inexpensive books which, with very few exceptions, means paperbacks.
- *Permits free selection of books:* The children are permitted to select freely, without adult interference, from a wide variety of books.
- *Provides book-related activities:* In addition to conducting book distributions,* the projects provide activities designed to stimulate children's interest in books and reading. Often these events lead up to the days of actual book distribution. Each project conducts activities and events based on the interests of the children they serve and the resources available to the project.
- *Notifies the parents and guardians about the program:* Before the first distribution or other major activity takes place, the project informs the parents and guardians of the children served about the program. They use various means—letters home to parents, posters strategically placed, public media, or whatever means are most feasible for the project.
- *Involves parents in the project:* The project attempts to involve the parents of the children served in the planning and operation of the program.
- *Has a book selection committee:* Each project must establish a committee for the purpose of selecting the books to be purchased and made available to the children. This book selection committee is composed of at least three people and, ideally, represents a cross section of the community, such as parents, librarians, teachers and other interested citizens.
- *Provides the children with a wide variety of books:* On each occasion when children may select books, there are a variety of titles and reading levels available to each group of children.
- *Gives a minimum number of books to each child:* The project permits each child to participate in the following number of book distributions, receiving the following number of books *at a minimum:*
  A project operating during the school year only: three books, three distributions. During the summer months only: two books, two distributions. Year-round: five books, three distributions.
- *Serves all children in the group equally:* It does not serve one type of child to the exclusion of others in the group served.

How Matching funds work

Federal funds are allocated for the express purpose of purchasing inexpensive books for your project. Requests for funds must be greater than $100 but may

*The term "distribution" as used here means those occasions when a child may select books.

not exceed $150,000 during the course of a subcontract. Within these limits, RIF will match dollar-for-dollar non-Federal funds raised by approved programs for book purchases. Local sources of money can include individuals, foundations, businesses, state or local governments. In exceptional cases, funds from other Federal programs can be matched if the Federal agency which provides those funds approves their use for matching the RIF Federal funds.

Both Federal matching funds and the local money combined with them may be used only for the purchase of books. They cannot pay staff salaries or any other operating expense.

Subcontractors will not receive checks. Instead they will send bills for the books they have purchased to RIF along with checks for one-half of the amount due. RIF will forward these payments to book suppliers, enclosing Federal matching fund payments for the remaining half.

Books can be obtained *only* from book suppliers who have entered into special agreements with RIF and have been approved by the Office of Education. RIF will provide a current list of approved suppliers.

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TERMS AND CONDITIONS

A group or organization which receives a subcontract under the Federal Inexpensive Book Distribution Program must comply with the following applicable terms and conditions.

1. Reports and Audits

The Contractor and the Government shall have the right to require periodic reports from the Subcontractor. Such reports must be submitted within the time required. The Government and Contractor also reserve the right to audit the performance and the financial records of the Subcontractor at any time.

2. Examination of Records

Subcontractor agrees that the Comptroller General of the United States, or his duly authorized representatives, shall until expiration of 5 years after completion of the project under the Subcontract, or of the time periods for the particular records specified in Part 1-20 of the Federal Procurement Regulations (41 CFR Part 1-20), whichever expires earlier, have access to and the right to examine any directly pertinent books, documents, papers, and records of such Subcontractor, involving transactions related to the Subcontract.

3. Termination for Convenience of the Government

In the event that the Government terminates the prime contract, the Contractor shall have the right to terminate the Subcontract and shall be liable to the Subcontractor for costs incurred prior to the notice of termination.

4. Equal Opportunity

(This clause, Equal Opportunity, applies only to those Subcontracts in which the Federal share will amount to $10,000 or more).

During the performance of this Contract, the Subcontractor agrees as follows:

a) The Subcontractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex or national origin. The Subcontractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex or national origin. Such action shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Subcontractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the Contracting Officer setting forth the provisions of this Equal Opportunity clause.

b) The Subcontractor will, in all solicitations or advertisements for employees placed by or on behalf of the Subcontractor, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, or national origin.

c) The Subcontractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the agency Contracting Officer, advising the labor union or workers' representative of the Subcontractor's commitments under this Equal Opportunity clause, and shall post copies of the Notice in conspicuous places available to employees and applicants for employment.

d) The Subcontractor will comply with all provisions of Executive Order No. 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

e) The Subcontractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by the rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the contracting agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

f) In the event of the Subcontractor's noncompliance with the Equal Opportunity clause of this contract or with any of the said rules, regulations or orders, this contract may be cancelled, terminated or suspended, in whole or in part, and the Subcontractor may be declared ineligible for further Government contracts in accordance with procedures authorized in Executive Order No. 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order No. 11246 of September 24, 1965, or by rule, regulation or order of the Secretary of Labor, or as otherwise provided by law.

g) The Subcontractor will include the provisions of Paragraphs (a) through (g) in every subcontract or purchase order unless exempted by rules, regulations or orders of the Secretary of Labor issued pursuant to Section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each Subcontractor or vendor. The Subcontractor will take such action with respect to any Subcontract or purchase order as the contracting agency may direct as a means of enforcing such provisions, including sanctions for noncompliance.

5. Employment of the Handicapped

(This clause, Employment of the Handicapped, applies only to those Subcontracts in which the Federal share will amount to $2,500 or more.)

a) The Subcontractor will not discriminate against any employee or applicant for employment because of physical or mental handicap in regard to any position for which the employee or applicant for employment is qualified. The Subcontractor agrees to take affirmative action to employ, advance in employment, and otherwise treat qualified handicapped individuals without discrimination based upon their physical or mental handicap in all employment practices such as the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship.

b) The Subcontractor agrees that, if a handicapped individual files a complaint with the Subcontractor that he is not complying with the requirements of the Act, he will (1) investigate the complaint and take appropriate action consistent with the requirements of 20 CFR 741.29; and (2) maintain on file for 5 years the record regarding the complaint and the actions taken.

c) The Subcontractor agrees that, if a handicapped individual files a complaint with the Department of Labor that he has not complied with the requirements of the Act, (1) he will cooperate with the Department in its investigation of the complaint; and (2) he will provide all pertinent information regarding his employment practices with respect to the handicapped.

d) The Subcontractor agrees to comply with the rules and regulations of the Secretary of Labor in 20 CFR, Ch. VI, Part 741.

e) In the event of the Subcontractor's noncompliance with the requirements of this clause, the contract may be terminated or suspended in whole or in part.

f) The Subcontractor agrees: (1) to establish an affirmative action program, including appropriate procedures consistent with the guidelines and the rules of the Secretary of Labor, which will provide the affirmative action regarding the employment and advancement of the handicapped required by Public Law 93-112; (2) to publish the program in his employee's or personnel handbook or otherwise distribute a copy to all personnel; (3) to review his program on or before March 31 of each year and to make such changes as may be appropriate; and (4) to designate one of his principal officials to be responsible for the establishment and operation of the program.

g) The Subcontractor agrees to permit the examination by appropriate contracting agency officials or the Assistant Secretary for Employment standards or his designee, of pertinent books, documents, papers, and records concerning his employment and advancement of the handicapped.

h) The Subcontractor agrees to post in conspicuous places, available to employees and applicants for employment, in a form to be prescribed by the Assistant Secretary for Employment Standards provided by the Contracting Officer stating the Subcontractor's obligation under the law to take affirmative action to employ and advance in employment qualified handicapped employees and applicants for employment and the rights and remedies available.

i) The Subcontractor will notify each labor union or representative of workers with which he has a collective bargaining agreement or other contract understanding, that the Subcontractor is bound by the terms of Section 503 of the Rehabilitation Act, and is committed to take affirmative action to employ and advance in employment physically and mentally handicapped individuals.

6. Return of Books

The Subcontractor is free to make arrangements with the book suppliers for return of books; however, once an invoice is sent to the Contractor for payment the books may not be returned to the supplier. At the conclusion of this agreement, or upon termination of the agreement for any reason, the Contractor reserves the right to have all undistributed books purchased under this agreement returned to the Contractor to become the sole property of the Contractor.

7. Recipient Eligibility

No books will be distributed to children who have not reached their third birthday.

8. Permission to Use Servicemarks

Reading is Fundamental, Inc. of Washington, D.C., organized for the express purpose of encouraging reading at an early age through the distribution of inexpensive books, is the sole owner of the following registered servicemarks:

1. Reading Is Fundamental
2. RIF
3. The Reading Is Fundamental logo showing an open book with a smiling face superimposed upon it and the words "Reading Is Fundamental" underneath.

Reading Is Fundamental hereby grants its subcontractors the right to use any of the servicemarks listed above under the following terms and conditions.

1. No Subcontractor will name its organization "Reading Is Fundamental" or "RIF" without some additional words in the title that clearly points out to the reader that Reading Is Fundamental is not directly running the project.

Examples of Permissible usage would be:

A. Reading Is Fundamental of Any Town U.S.A.
B. The Any Town RIF Project.
C. The Any Town Chamber of Commerce RIF Project.

2. The logo may be used without any additional words or phrases.
3. The Subcontractor shall have the right to use the servicemarks during the terms of the subcontract and as long as it adheres to the goals and purposes of Reading Is Fundamental. If at any time it deviates from these principles, Reading Is Fundamental shall

have sole right, at its discretion, to withdraw permission for use of the servicemarks.

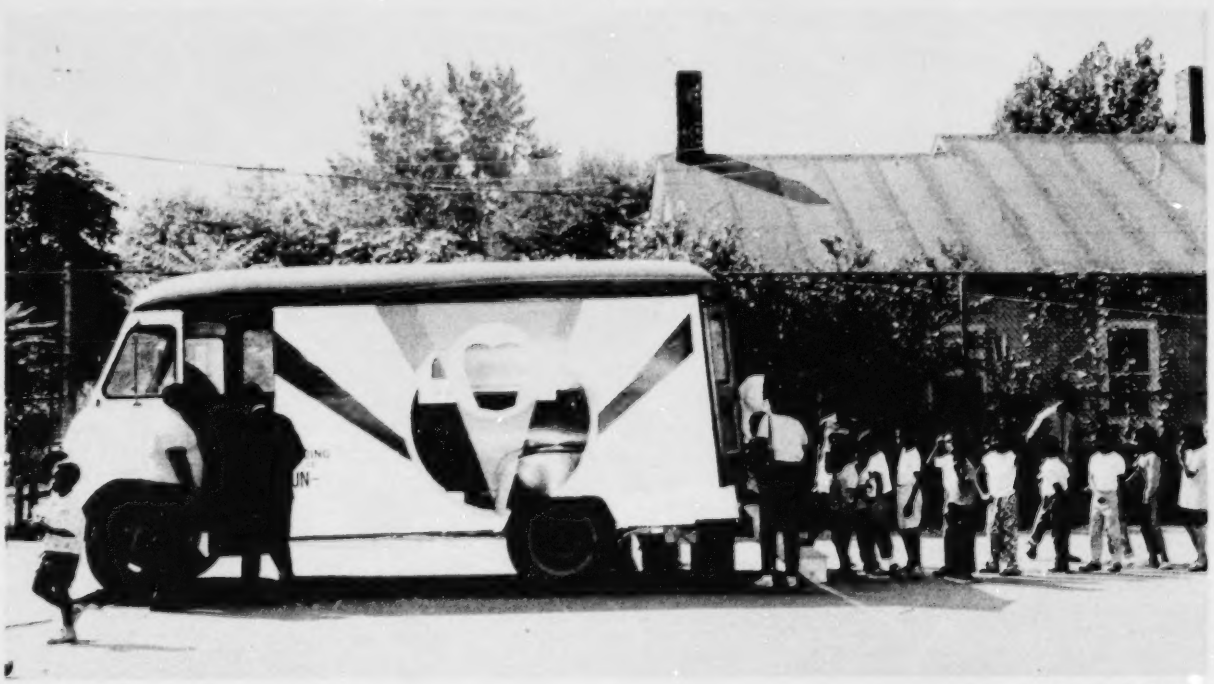
4. Subcontractor shall not permit any other organization to use the servicemarks and shall immediately inform Reading Is Fundamental if it finds that these servicemarks are being used improperly or without permission.
5. On termination of this Agreement for any reason, Subcontractor shall immediately discontinue the use of all servicemarks owned by Reading Is Fundamental, Inc.

How to Become a Subcontractor

Groups or organizations who wish to become Subcontractors under the Inexpensive Book Distribution Program must submit a proposal to Reading Is Fundamental, Inc. RIF will provide specific instructions on completing proposals and any necessary assistance in the development of your proposal.

Allow RIF thirty days to review your proposal. If approved, you will be sent three copies of a subcontract agreement between RIF and your organization.

NOTES



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